



Limekilns PS and Nursery Standards & Quality Report 24/25



Limekilns PS Context of the School				
Demographic	Limekilns Primary School was built in 1912 and is a non-denominational school serving the villages of Crombie, Charlestown, Limekilns and Pattiesmuir. The school is situated in the village of Limekilns on the River Forth and caters for the mainstream education of primary and nursery children. • School Roll - 127 • FME % - 12.5% (P6 & P7) • SIMD average – 7.2			
Vision, values and aims	Our vision is to be “A learning community with the future in our hands.” We embrace our values of being Truthful, Fair and Kind. We aim to love learning by • learning how to get on with others • learning how to look after ourselves • and learning about our world and how to look after it!			
Attendance - 94.95%	Authorised	3.93%	Unauthorised	1.12%
Exclusions	0%			
Summary of consultation with stakeholders	Stakeholders are involved in reviewing Improvement Priorities and contributing to identifying future priorities through; • Questionnaires to families and children • Consultations with parent/carers at Family Time • Focus groups of children at all stages throughout the year • Ongoing feedback from staff and other partners • Opportunities for children and parents/carers to share ideas and views at Parent/Carer nights. • Pupil wise and parent wise surveys • Classroom and Together Time activities with children • Parent Council discussions • Self-evaluation activities with staff using How good is our School? and How good Is Our ELC? • Feedback from our Learning Partnership team			
Attainment Scotland Fund Allocation (PEF)	£9,800			
Cost of the School Day statement	At Limekilns PS and Nursery we recognise the need to reduce the Cost of the School Day for all our children and particularly for our children who may already be experiencing poverty. We examine the school day through the following headings; Uniform, Travel, Learning, School trips and Clubs.			

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School & Nursery Improvement Priority 1: All staff will develop their knowledge, understanding and practice of effective learning, teaching & assessment of numeracy and maths through professional learning.

HGIOS 4/HGIOELC Quality Indicators: (KEY)

1.2 Leadership of learning

2.3 Learning, Teaching & Assessment

3.2 Raising attainment and achievement/ Securing children's progress

Has this priority been:	Fully achieved	X	Partially achieved		Continued into next session	
-------------------------	----------------	---	--------------------	--	-----------------------------	--

Progress:

- All staff in school and nursery engaged in targeted professional learning in numeracy and mathematics, differentiated to meet their individual development needs. This included professional reading, use of Education Scotland resources, Local Authority (LA) training, and Quality Improvement sessions.
- The majority of staff in school and nursery audited their practice using relevant assessments and resources aligned with appropriate CfE levels.
- All teaching staff consistently used Records of Understanding in numeracy and maths to record and monitor children's learning.
- Local Authority attainment resources were used collaboratively at our Learning Partnership visit (P1 and P7) to support moderation and validation of CfE level achievement.
- All teaching staff implemented a variety of assessments to inform planning and support moderation processes in numeracy and maths.
- The majority of staff made greater use of Fife's numeracy overviews and progression pathways, aligning these with school and nursery resources.
- P4 and P7 teachers used National Standardised Assessment (NSA) data to identify gaps in learning and inform next steps.
- A few teachers contributed to wider system leadership by sharing their professional learning and effective practice with colleagues across the Local Authority.
- Early years staff organised 'Stay and Play' sessions focused on developing children's counting skills, supporting their early numeracy and enhancing overall educational outcomes.

Impact:

- Due to professional learning sessions all teachers report an increase in confidence in delivering quality numeracy learning opportunities leading to improved numeracy learning experiences for most children.
- All class teachers use of numeracy Records of Understanding has ensured consistent recording of all children's progress and improved pace, challenge and differentiation for most children.
- Quantitative data from numeracy Records of Understanding highlighted an increase in pace of learning for the majority of learners resulting in earlier achievement of levels for a few learners.
- This quantitative data provoked professional dialogue between all class teachers and moderation across classes, thereby ensuring all children receive high-quality learning and teaching approaches in numeracy and maths.
- Overall, all children tracked as ahead (within P1 and P7) are making very good progress from prior levels of attainment in numeracy and mathematics.
- Effective use of data is supporting all staff to have a stronger understanding of children's progress at both individual, class and whole school level.
- All staff report positive impact on their practice of current professional learning and collegiate time linked to Numeracy and Maths which is reflected in improved attainment levels of children.
- The majority of children can discuss their numeracy and maths learning and next steps and almost all children in individual focus groups were able to use language of learning and identify their next steps.
- Almost all teachers report an increase in confidence in their professional judgement of achievement of a level and progress within a level in numeracy due to professional learning sessions.

Next Steps:

- Embed a consistent, whole-school approach to assessment in numeracy and mathematics, ensuring alignment with Curriculum for Excellence levels and progression pathways.
- Strengthen the use of phased progression pathways and embed mental agility strategies across all stages, ensuring these are clearly reflected in planning, learning and assessment.

School & Nursery Improvement Priority 2: All staff will develop their inclusive practice through professional learning to ensure positive relationships, wellbeing and engagement of all children.						
HGIOS 4/HGIOELC Quality Indicators: (KEY)						
1.2 Leadership of learning 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion.						
Has this priority been:	Fully achieved	X	Partially achieved		Continued into next session	
Progress: - The creation of 'The Burrow' has provided a dedicated space for targeted nurture support, enabling identified children to access a safe, predictable environment that supports emotional regulation and engagement with learning. - PSA staff visited Lynburn Primary to observe nurturing practice, contributing to increased understanding and consistency in how nurturing principles are embedded across the school. - All staff completed the 'How Nurturing is Our School?' audit, identifying personal targets and informing next steps for whole-school nurturing practice. - The Glasgow Motivation and Wellbeing Profile was introduced to track learners' wellbeing across the year and target specific SHANARRI indicators for improvement. - All early years practitioners completed the national 'Building Confidence in Identifying and Responding to ASN' module, strengthening inclusive practice at the earliest level. - All teachers and PSAs completed ASIST energy accounting training, deepening understanding of neurodiversity and emotional regulation supports. - All teachers engaged in professional learning around the CIRCLE Framework and are beginning to implement inclusive practices consistently in classrooms. - The school strengthened communication and collaboration with parents and carers of children with additional support needs (ASN) through more regular dialogue, review meetings and increased opportunities for family voice. - All classrooms now have 'Meeting Children's Needs' folders containing universal and targeted strategies for individual learners.						
Impact: - The introduction of 'The Burrow' has enabled a few children with social and emotional needs to access targeted support in a nurturing environment, leading to improved regulation and engagement in learning. - Staff across nursery and school now demonstrate increased confidence in identifying and responding to a diverse range of learner needs. This has led to more nurturing, equitable and inclusive learning environments, where children are better supported to engage with learning and reach their potential. - Use of the Glasgow Motivation and Wellbeing Tool provided measurable insight into childrens' wellbeing, enabling more targeted SHANARRI-linked interventions. - Professional Learning has contributed to increased understanding and consistency in how nurturing principles are embedded across the school resulting in almost all children feeling safe and happy. - Parents and carers of children with ASN report feeling more supported, valued and listened to, contributing to improved trust and more effective partnerships between home and nursery/school. This has resulted in more tailored, coordinated support for learners. - EYOs and teachers have begun implementing the CIRCLE Framework, leading to more predictable routines, supportive environments and universal strategies that benefit all learners.						
Next steps: - Strengthen and formalise processes, systems and timetabling for 'The Burrow' nurture provision, ensuring effective referral pathways, consistent access and clear evaluation of impact on targeted learners. - Increase class teacher involvement in the use of the Circle Framework, enabling them to actively identify and implement universal and targeted strategies to support learners' needs within the classroom.						

School & Nursery Improvement Priority 3:

- Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education.
- Use benchmarks for all curriculum areas to measure children's progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements.

HGIOS 4/HGIOELC Quality Indicators: (KEY)

1.2 Leadership of learning

2.3 Learning, Teaching & Assessment

3.2 Raising attainment and achievement/ Securing children's progress

Has this priority been: (please highlight)	Fully achieved	X	Partially achieved		Continued into next session	
---	----------------	---	--------------------	--	-----------------------------	--

Progress:

- Staff have engaged in termly Attainment and Achievement meetings, focusing on the use of Curriculum for Excellence (CfE) benchmarks to support professional judgements of children's progress and achievement in all curricular areas.
- Local Authority progression pathways for all curriculum areas have been embedded in forward planning pertinent to our context, ensuring learning experiences are progressive and coherent for all children.
- Tracking and monitoring systems, including the Progress Framework, have been developed and refined in collaboration between staff and Senior Leadership Team (SLT), enabling more robust tracking of individual and cohort progress.
- The reporting framework within Progress has been implemented, supporting teaching and early years staff to provide timely, evidence-informed written reports to parents/carers at key points throughout the session.
- Parents and carers received updated written reports aligned with the new reporting framework, providing clearer information on their child's progress across the curriculum.

Impact:

- Enhanced professional dialogue during attainment and achievement meetings in both nursery and school, supported by in-depth analysis of assessment data, is leading to increased staff confidence and a stronger, shared understanding of achievement of a level.
- The improved tracking and monitoring of progress ensures that targeted interventions are more timely and relevant, resulting in more personalised support for individual learners and cohorts.
- Children experience a more balanced and progressive curriculum, with learning that builds on prior knowledge and skills, supporting entitlement to a broad general education.
- Parents and carers reported an increased understanding of their child's learning across the curriculum. The majority of feedback indicated that families found the new format helpful and informative. However, feedback also highlighted a desire for more specific guidance on how to support learning at home, informing next steps for further improving home-school partnership.

Next Steps:

- Implement new homework guidance beginning of session 25/26 and incorporate ongoing opportunities for family feedback throughout the session.
- Embed a consistent, whole-school approach to assessment, ensuring alignment with Curriculum for Excellence levels and progression pathways.

Improving Outcomes

Attainment

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	88%	88%	88%	100%
P4	80%	85%	75%	65%
P7	87%	87%	78%	83%

Overall Attainment for 2024 - 2025				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	87.5%	87.5%	100%	100%
P4	70%	70%	75%	65%
P7	83%	78%	87%	83%

Attainment in Literacy and Numeracy

This session, most children in P1, P4 and P7 attained expected CfE levels in listening & talking and reading. The majority of children achieved the expected levels in writing across all three stages. In numeracy, all children in P1 achieved the expected level, most children in P7 attained the expected level, while the majority of children in P4 achieved First Level in numeracy.

We met our stretch targets for P1 literacy and numeracy, with strong and consistent performance across all literacy organisers and 100% of learners achieving Early Level in numeracy. P4 met its stretch target in literacy but fell 10% short of the stretch target in numeracy. P7 did not meet stretch targets in either literacy or numeracy, although attainment remains strong. Literacy attainment was 5% below target and numeracy was 4% below target. However, 28% of P7 children were ahead in numeracy and 17% of P7 children were ahead in literacy.

We are aware of factors impacting children's attainment across our cohorts and continued interventions and differentiated support will remain a focus to ensure sustained progress and closing of gaps.

Summary of Achievement by Stage

- By the end of P1, most children achieve Early Level in reading, writing, listening & talking, and all in numeracy.
- By the end of P4, most children achieve First Level in reading, listening & talking, with the majority achieving First Level in writing and numeracy.
- By the end of P7, almost all children achieve Second Level in listening & talking, and most children in reading, writing and numeracy.

PEF progress and impact:

Priority 1: Raise attainment in literacy - reading

Priority 2: Raise attainment in numeracy

- Termly attainment and achievement meetings between SLT and class teachers supported ongoing identification of next steps for those requiring additional support with reading and numeracy, with teaching staff reporting increased confidence in targeting gaps in learning and delivering relevant interventions.

- A few children benefited from PSA support in reading which resulted in teachers noting improvements in learners' reading fluency, accuracy and motivation. The use of consistent PSA staff for targeted groups and 1:1 support ensured continuity and built children's confidence.
- Pupil voice gathered termly showed that children were able to articulate their progress and identify strategies that helped them improve, such as targeted small group sessions, use of concrete materials for numeracy and reading scaffolds.
- A sustained focus on attendance and wellbeing has enabled a few children to be more ready to learn and engage in learning tasks.

Achievements

Across the session, learners have engaged in a wide range of experiences across the four contexts for learning, contributing meaningfully to their development as successful learners, confident individuals, responsible citizens, and effective contributors. Children have had opportunities to develop key meta-skills such as creativity, collaboration, leadership, initiative, and resilience through curricular, wider and personal achievements.

Wider achievements have been celebrated consistently through Together Times, Excellent Effort certificates, our Book of Excellence, class sharing, and communications with families via newsletters, Seesaw and Groupcall. Families are actively encouraged to share personal achievements, fostering strong home-school partnerships.

Significant events such as our P7 Ardroy residential, Bikeability, junior leadership opportunities, Fife music and dance festivals, nativity and musical performances, and community events like the Daffodil Tea and MacMillan Coffee Morning have helped develop learners' confidence, communication and teamwork. Outdoor experiences, including beach cleans, forest and beach kindergarten, and active school initiatives, have supported health, wellbeing and environmental responsibility.

These achievements reflect our school values and promote understanding of the UNCRC and Global Goals, reinforcing our commitment to learner voice, sustainability, and rights education. Pupils are empowered to celebrate success and recognise the skills and attributes they are developing as part of their lifelong learning journey.

Evaluations (School)				
	2022-23	2023-24	2024-25	Inspection Evaluations (since August 2024)
1.3 Leadership of Change	Good	Good	Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	
3.2 Raising attainment and achievement	Good	Good	Very good	
Evaluations (ELC)				
	2022-23	2023-24	2024-25	Inspection Evaluations
1.3 Leadership of Change	Good	Good	Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	
3.2 Securing children's progress	Good	Good	Very good	

Care Inspectorate Evaluations (ELC)				
	2022-23	2023-24	2024-25	
How good is our care, play and learning?	Good	Good	Very good	
How good is our setting?	Good	Good	Very good	
How good is our leadership?	Good	Good	Very good	
How good is our staff team?	Good	Good	Very good	
Statement about feedback from Education Scotland/Care Inspectorate if inspected this session.	Care Inspectorate Report – November 2024 Key Messages: • Staff had developed positive relationships with children and knew them very well. • Children had opportunities to have fun and explore nature. • Children were recognised as individuals and supported to achieve their potential. • Children benefitted from a calm, welcoming environment. • Staff development was actively encouraged within the service. • Children were cared for by a dedicated staff team that felt well supported and valued. • Staff and management took appropriate actions to ensure children were safe and accounted for. Next steps: • Ensure risk assessments are reviewed regularly. • To include the views of children and families in future improvement planning.			

